

6 month reporting date 1/21/06 X  
 10 month reporting date 7/21/06  
 10 month data received 4/26/06  
 IPPR closed 4/26/06

## Wilmot School District Improvement Plan/Progress Report Form

<b>Principle:</b> 3-Appropriate Evaluation				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <b>ARSD 24:05:30:04 Prior Notice and parent consent.</b> Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services.  Through file review of eight files requiring evaluation, the monitoring team determined the district did not receive consent for an articulation evaluation which was conducted in one file. In a second file, the district listed ability as an area to be evaluated on the prior notice/consent to evaluate form, but then brought forth the previous ability score rather than evaluate in the area of ability.				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will obtain parental consent for all evaluations the district conducts and will ensure parents are fully informed of all information relevant to the activity for which consent is sought.				
<b>1. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> The district will inform parents of each test to be administered or used to determine eligibility. Only the tests that parents provide consent for will be administered.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district will obtain parental consent for all evaluations it conducts as part of a comprehensive evaluation/reevaluation to determine eligibility. What data will be given to SEP to verify this objective? The district will review 100% of initial evaluations and reevaluations and report to SEP the total number of files reviewed and the number of files in which the district administered only the evaluations on the prior notice/consent.	5-5-06	Special Education Staff	<b>Not Met</b>	<b>Met</b> <b>4/26/06</b>

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Please explain the data (6 month)  
**Ten initial and reevaluations were completed since April of last year. Nine files had only the evaluations on the prior notice/consent that were listed given. One file did behavior evaluations and did not have permission. The same file brought forward the IQ score and did not list it on the permission to evaluate.**

Please explain the data (12 month)  
**Three reevaluations and five initial evaluations were completed since the six month review. One hundred percent of the files showed the district administered only the evaluations on the prior notice/consent.**

2. What will the district do to improve? The district will inform parents of all relevant information to be used for the purpose of determination of eligibility What data will be given to SEP to verify this objective? The district will review 100% of the initial evaluation and reevaluations and document the percent of files in which the district used only and all the information listed on the prior notice for the eligibility meeting when determining if the student was a student with a disability.	5-5-06	Special Education Staff	<b>Not Met</b>	<b>Met 4/26/06</b>
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Please explain the data (6 month)  
**9 out of ten files had the correct information on the prior notice.**

Please explain the data (12 month)  
**Eight out of eight files had the correct information on the prior notice.**

**Principle:** 3-Appropriate Evaluation

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

Issues requiring immediate attention

**ARSD 24:05:22:03. Certified child.** A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

**ARSD 24:05:25:05 Eligibility and placement procedures.** In interpreting evaluation data for the purpose of determining eligibility and in making placement decisions, each school district shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior and shall ensure that information obtained from all of these sources is documented and carefully considered.

Through file review, the monitoring team identified one student who was listed on the child count as being eligible under the category of mental retardation but the student did not meet the eligibility criteria for this disability category. The student's scores are as follows:

Ability: Full Scale 71-83	Achievement: Reading 85	Adaptive: Teacher 81
Verbal 76-88	Writing 75	Parent 77
Performance 69-85	Math 79	
Medical documentation was in file.		

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will report on the child count only those students who have been certified as a child in need of special education or special education and related services.

**2. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

The district's child count will reflect only those students who have met the eligibility criteria for the disability category in which they are reported.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date  
objective is met

**12 month progress**  
Record date  
objective is met

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1. What will the district do to improve? The district will revisit the eligibility of this student and determine if the student is a student with a disability as per South Dakota eligibility criteria. What data will be given to SEP to verify this objective? The district will report: 1) The day of the meeting 2) What criteria the team used to determine eligibility or non-eligibility 3) Positions of all who were present at the meeting and 4) The disability category the student was eligible for if so determined by the team.	5-5-05	Special education staff	<b>Met 4/20/05</b>	
Please explain the data (6 month) <b>The meeting was held for this student on 4/20/05 Eligibility was determined by a team consisting of parent, administrator, Special education teacher, regular education teachers, school psychologist, and para-educators. The team determined the student qualified under the category of Other Health Impaired. The student has chronic allergies and a condition know as allergic rhinitis. This affects the student's ability to stay on task, has frequent headaches and low scores in academics. His behavior scales on the Connors showed significant concerns in inattention at school and home, and in anxiety.</b>				
Please explain the data (12 month)				

<b>Principle:</b> 5-Individualized Education Program
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <b>ARSD 24:05:28:03. Justification in determining placements.</b> The school district shall explain why a child with a disability is removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.  Through file review, the monitoring team concluded in nine of the fifteen files reviewed did not adequately address why or what the student needed that could not be provided in the regular classroom. A justification statement such as "due to the student's ability to work in the regular classroom effectively with modifications, support and assistance from the resource room" does not address why the student receives services for 4 hours per week in the resource room. A justification statement such as "student will benefit from 1:1 instruction to show progress...student may come to have tests read orally" also does not address why or what he/she needs that require him/her to be removed from the regular classroom.
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure the individualized education plan contains all required content.

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**1. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
 The district will document on the least restrictive environment page of the individualized education program:  
 1) Why the individual team rejected the placements in which the team felt the student's educational needs could not be met.  
 2) Why the individual education team accepted the placement in which the team felt the student's educational needs can be met.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?            The district will use the accept reject format for all justification statements, and state the reason instruction can not be in the regular classroom</p> <p>What data will be given to SEP to verify this objective?            NESC will check all new IEPs for proper explanation of justification. The number of files checked and the number containing proper information will be submitted to the SEP.</p>	<b>April 2005 and ongoing</b>	<b>Special Education Staff and NESC</b>	<b>Met 1/23/06</b>	
Please explain the data (6 month) <b>Ten of ten files reviewed showed justification statements that contained the proper information.</b>				
Please explain the data (12 month)				

**Principle:** 5-Individualized Education Program

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<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)</p> <p><b>ARSD 24:05:27:12. Graduation requirements.</b> The instructional program shall be specified on the individual educational program. The individual educational program shall state specifically how the student in need of special education or special education and related services will satisfy the district's graduation requirements. Parents must be informed through the individual educational program process at least one year in advance of the intent to graduate their child upon completion of the individual educational program and to terminate services by graduation.</p> <p>Through file review, the monitoring team concluded the district did not consistently address graduation requirements at least one year in advance of the graduation day and state specifically how the student will meet the district's graduation requirements. Of the two files requiring graduation to be addressed in the IEP, one file met the time requirement but not the content. The second file did not meet the one year requirement or the content requirement. Rather than listing only the specific classes the student still needs to successfully complete for the district's graduation requirements, the district reiterated the course of study.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The district ensures that parents are informed through the individualized education program process the intent to graduate their child upon the completion of the individualized education program and to terminate services by graduation one year prior to graduation.</p>				
<p><b>2. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>The district will address graduation requirements for all students one year prior to the student graduating from high school.</p>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?</p> <p>The district will make a list of all students and their projected graduation date. This will be used for all IEP meeting to ensure it has been addressed appropriately.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will check all IEPs and report to the office of SEP the number of students graduating in one year and the number that had the graduation requirement addressed including specific requirements needed.</p>	<p><b>April 2005 and Ongoing</b></p>	<p><b>Special Education Director</b></p>	<p><b>Met</b> <b>1/23/06</b></p>	
<p>Please explain the data (6 month)</p> <p><b>There are three students graduating and the graduation requirement was addressed correctly for all three students.</b></p>				

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Please explain the data (12 month)

**Principle: 5-Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:01.03. Content of individualized education program.** Beginning at least one year before a student reaches the age of majority under state law, the student's individualized education program must include a statement that the student has been informed of his or her rights under Part B of the Individuals with Disabilities Education Act, if any, that will transfer to the student on reaching the age of majority.

Through file review, the monitoring team concluded the district does not consistently address the transfer of rights at least one year before the student reaches 18 years old. Transfer of rights was not addressed appropriately in either of the two files which required it.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district ensures the student and parents are informed of the transfer of rights at least one year prior to the student reaching the age of majority.**

**3. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

The district will document on the transition page one year prior to the student turning 18 years old:

- 1) The day the student turns 18 years old
- 2) The day the student and his/her parents were informed of the transfer of rights

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date objective is met

**12 month progress**  
Record date objective is met

1. What will the district do to improve?  
 A list of all students and their birthdates will be developed by the district to ensure students are informed of the transfer of rights one year prior to reaching the age of majority.  
 What data will be given to SEP to verify this objective?  
 The date the list was developed and the number of students turning 17 will be reported to the SEP with the data of how many of these students had the transfer of rights addressed.

**April 05 and ongoing**

**Special Education Staff**

**Met**  
**1/23/06**

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Please explain the data (6 month)

**A list was developed in April of 05 and 3 of 3 students have had the transfer of rights addressed before their 17<sup>th</sup> birthday.**

Please explain the data (12 month)